



Group Audiologic Rehabilitation for Adults with Hearing Loss and Communication Partners

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Learning Objectives

1. Describe evidence supporting the effectiveness of group audiologic rehabilitation.
2. Select activities that focus on supporting self-management and health behavior change.
3. Develop strategies to implement a group program for adults with hearing loss, including communication partners.



James S. and Dyan Pignatelli/UniSource Clinical Program in Audiologic Rehabilitation for Adults



(Photo)

Overall Goal

To improve the lives of adults with hearing loss and their frequent communication partners through direct intervention, community education and partnerships, student training, and research.



University of Arizona's **GROUP** Approach to Audiologic Rehabilitation

- ❖ Support with peer interaction
- ❖ Improve communication with communication partners and in the community.
- ❖ Provide successful communication experiences with use of strategies, problem-solving, advocacy and direct coaching.
- ❖ Foster a more holistic audiologic approach among next generation clinicians.

(Photo)



Implementation of groups in audiology clinic



Began in the fall of 2009

65 Groups in Campus Clinic

700+ Participants

Community Groups and
Lectures



Implementation



**Focus on
Sustainability**

Synergistic
Planning

Student
Leadership
Training

Inter-professional
Community
Partnerships



Sustainability: Developing Funding Partnerships



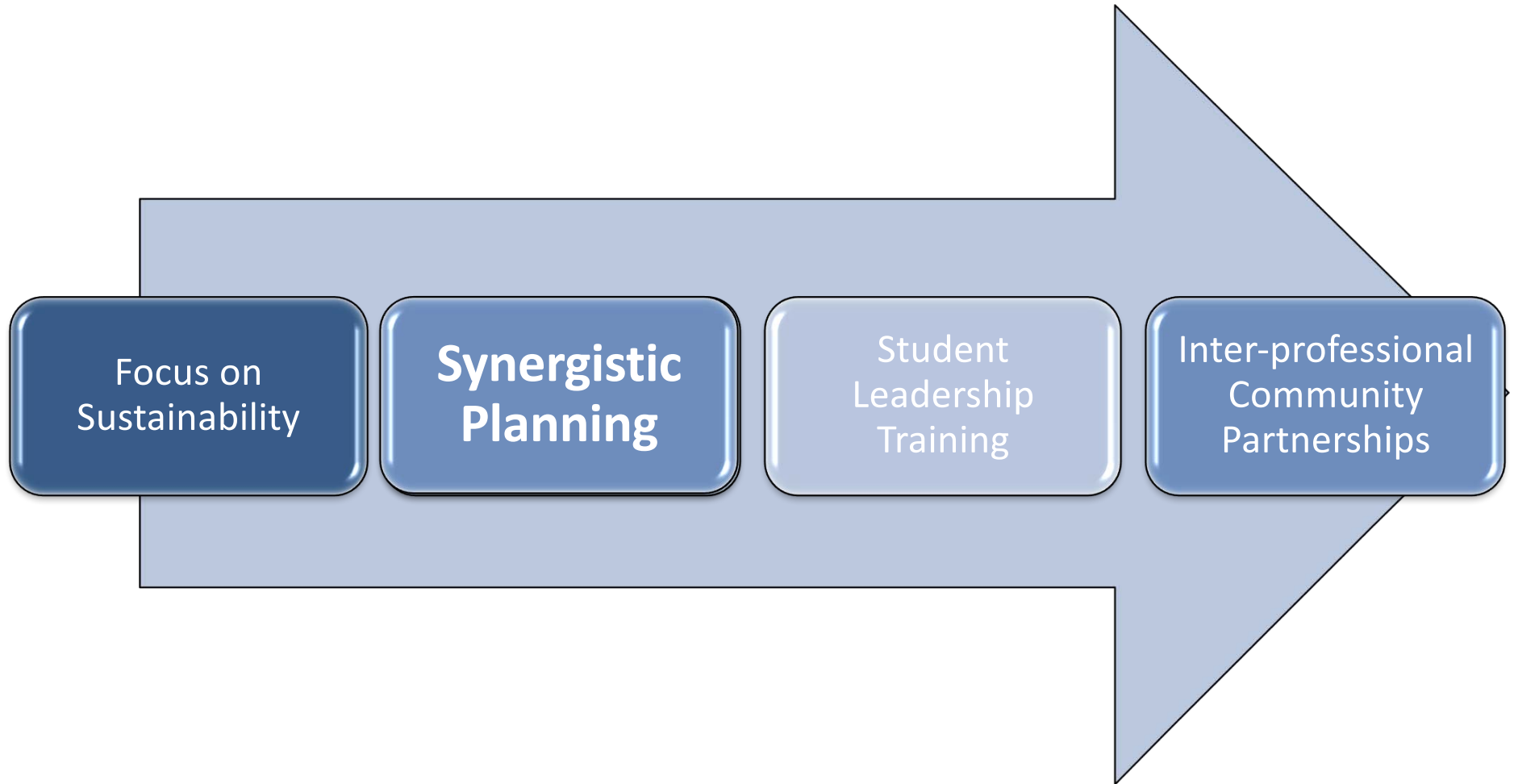
Continuous program funding for 10 years established (Initial gift + match)

Stewardship & Continuous Pursuit of Funding
Manage the funds, charge fees, apply for grants

Shaped community's perception of group AR as a valued service



Successful Implementation

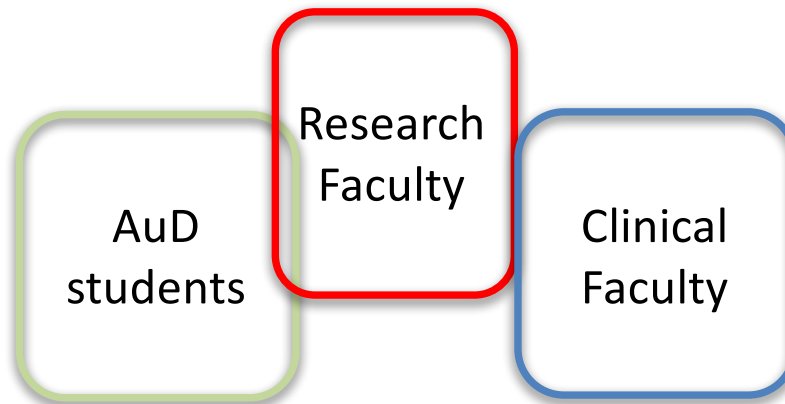


Synergistic Planning

syn·er·gy, 'sinərjē/ *noun*

The interaction or cooperation of two or more organizations, substances, or other agents to produce a combined effect greater than the sum of their separate effects.

(Photo)



Group Approach

- The purpose of the group process is to:
 - increase **self-efficacy** and **improve communication skills** for **persons with hearing loss and their partners** (e.g., Smith & West, 2006; Smith, 2014)
 - Added benefits of providing **counseling experience** for student clinicians that **humanizes** the impact of hearing loss.

(Photo)



How would you describe the rationale for an holistic approach at the University of Arizona?

(Video)



University of Arizona's *Living Well with Hearing Loss* Group Program

❖ Current structure

- ❖ 3 consecutive weeks
- ❖ 2 hours per week
- ❖ Pre and post assessments

(Photo)

❖ Sessions are both educational and experiential.

- ❖ Participants are encouraged to challenge themselves with the support of a *personal coach*.
- ❖ Sessions are highly participatory with use of assistive listening technology and participants' own devices and accessories, if available.
- ❖ Example of “mastery experience” (Bandura)



(Photo)



Who attends the groups?

- ❖ Groups are open to the public
- ❖ Most attend with a communication partner
- ❖ Age range: 40-96 years (mean 72 years)
- ❖ Low attrition
- ❖ What about hearing aids & satisfaction?

(Photo)



How would you describe the benefits to the clinic?

(Video)



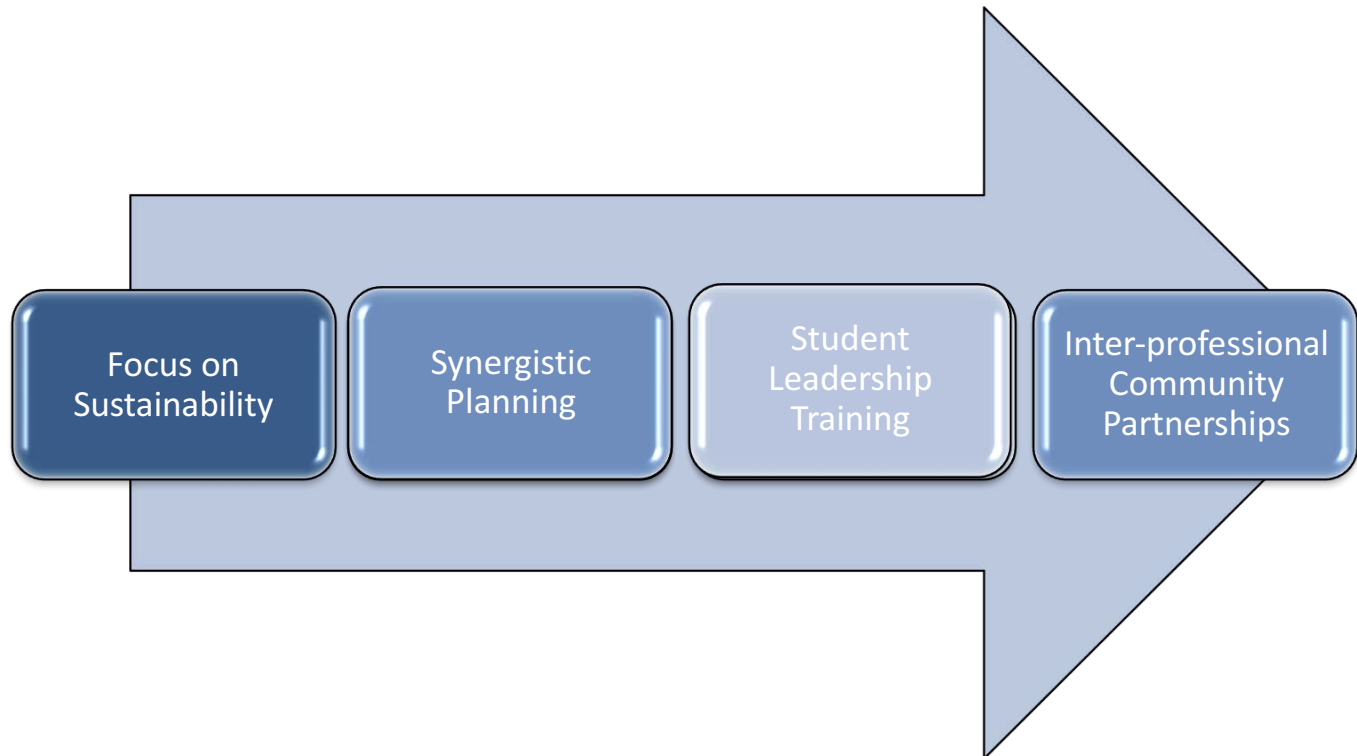
Research evidence supporting AR

- Reduction in hearing-related disability
- Better use of communication strategies and more adaptive personal adjustment
- Improved quality of life related to a reduction in social, emotional, and occupational withdrawal
- Better use of & benefit/satisfaction with hearing aids
- Increased perception of audiologist's effectiveness
- Increased awareness of auditory training and utilization of assistive devices

(Abrams, et al, 1992; Alberti et al, 1984; Chisholm et al, 2004; Habanec & Kelly-Campbell, 2015; Hawkins, 2005; Heydebrand et al, 2005; Hickson, Worrall, Scarinci, 2007; Kricos and Holmes, 1996; Montgomery, 1991; Preminger, 2003; Preminger & Yoo, 2010; Smaldino & Smaldino, 1988)



Implementation



Student Training for AR Leadership

(Photo)

“Beyond the interactions with the group members, I realized just how important it is to work as part of a cohesive team to prepare for each session.”

-2nd Year AuD Student



**James S. and Dyan Pignatelli/Unisource
Clinical Program for Audiologic
Rehabilitation in Adults**

Student Resources



Student Roles

This program is a supervised,
student-facilitated, semi-independent clinic experience.

(Photo)

First Yr. AuD student involvement:

- ❖ Observe and reflect on group content and dynamics.
- ❖ Support the student facilitators.

Second Yr. AuD involvement:

- ❖ Semester-long clinic placement as facilitators to lead 2-3 different groups.

“...The participants taught me more than any textbook ever has...”

-3rd year AuD student



Student Leadership

- ❖ First-year students paired with Student Clinician Mentors
- ❖ AuD Student AR Program Assistants (at least 2 years)
- ❖ AR 4th year Externship (half-time)

(Photo)



Student Training

- ❖ Pre-group training focused on public speaking & group/individual counseling skill development.
- ❖ Sessions are recorded for student review to promote personal growth and self-reflection.
- ❖ Debriefing/Feedback after every class with the clinical instructor.
- ❖ Reflection activities
 - ❖ Compare/contrast facilitation vs. teaching
- ❖ Pre-post assessment of self-efficacy for AR

(Photo)

Skills learned in AR Group carry over to standard clinic appointments
Student engagement leads to student commitment to AR
Students implement AR programs at externship clinics



Perspectives on Group Facilitation: Facilitators and Participants

(Video)



Tour of Group Content

Topics include:
How we hear/anatomy
Types of hearing loss
Impact of hearing loss
Hearing health professionals
Building blocks of communication
Communication breakdowns
Communication Repair
Psychosocial effects of hearing loss
Hearing Assistive Technology



Tour of Group Content: Special Topics

Special Topics include:
Tinnitus
Noise Induced Hearing Loss
Balance/Vestibular Issues
Bone Anchored Hearing Aids
Cochlear Implants



Benefits of Group: Perspectives of Participants

(Video)



“Mission **MADE** Possible”

Experiential learning

- ❖ The process of learning through experience and personal reflection.
- ❖ Participants are given communication tools and provided with a mission to complete with the assistance of a coach, who observes and supports from a distance.
- ❖ Participant Goals:
 - ❖ Advocacy,
 - ❖ Increased confidence in tools/skills,
 - ❖ Successful communication



Patient and Family-centered Counseling

- ❖ Adapt to needs of the group and to the needs of the individual
- ❖ Flexible approach to facilitating curriculum themes/modules
- ❖ Practical counseling skill development for students

Student Perspective

"I think the most important thing I learned throughout the semester is that each individual has different needs and different expectations for the class. ... I learned quickly that we were going to need to be flexible"

-1st Year AuD Student

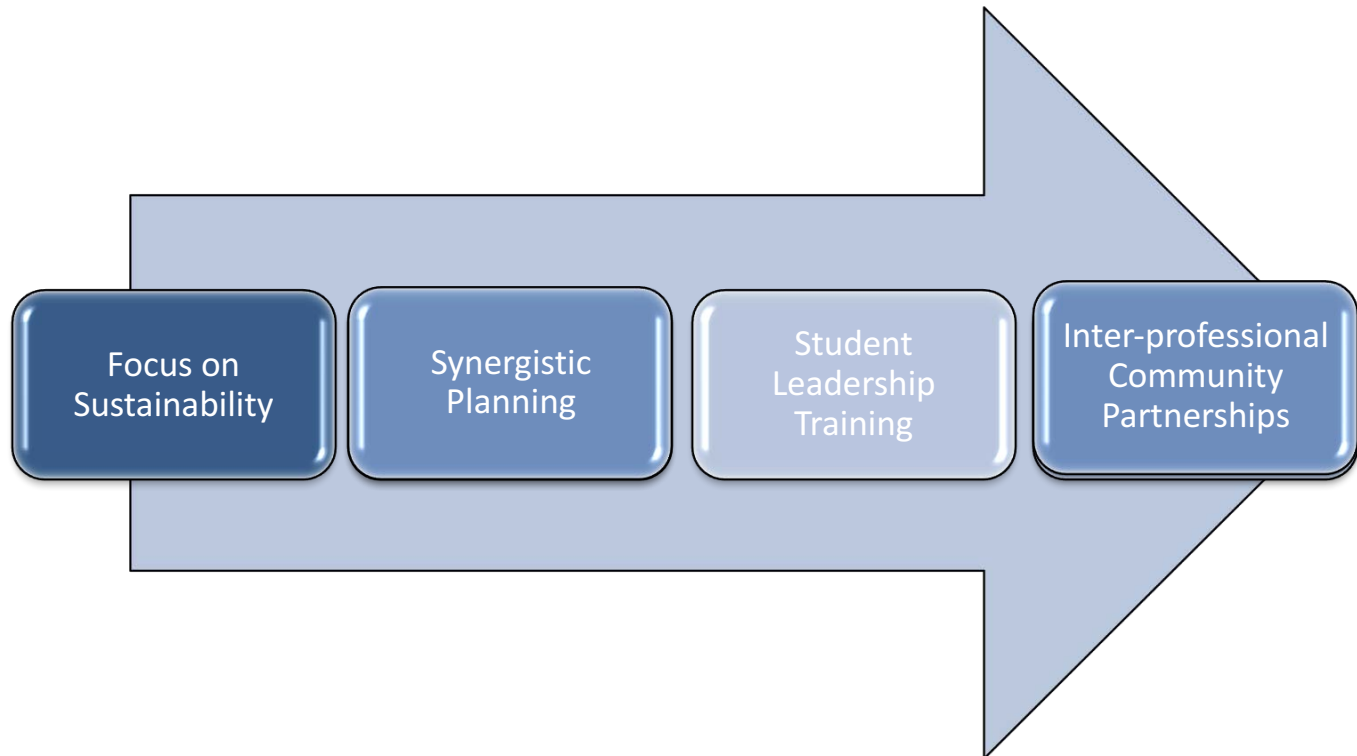


Assessment and Evaluation

- Self Assessment of Communication (Schow & Nerbonne, 2007)
- Significant Other Assessment of Communication (Schow & Nerbonne, 2007)
- Significant Other Scale (Scarinci, Worrall, & Hickson, 2009)
- Self-Efficacy for Situational Management Questionnaire (SESMQ, Jennings, Cheesman, & Laplante-Lévesque, 2014)
- International Outcomes Inventory-Alternative Interventions (IOI-AI, Noble, 2002)
- Program-specific intake and evaluation questions



Implementation



Community Partnership:

Viviendo Bien con Pérdida Auditiva

- ❖ 30% of Arizona's population is Hispanic (US Census, 2013)
- ❖ Spanish language & cultural adaptation by Mexican American AuD students
- ❖ Community partnership with Tucson Parks & Recreation
- ❖ Groups held in the community in Spanish & English by bilingual facilitators



(Photo of Group AR program)



***iOyendo Bien!* (NIH R21/33 DC013681)**

- ❖ Interprofessional collaboration
- ❖ Trained Community Health Workers (*Promotoras*) in a rural area
- ❖ Participatory methods for cultural adaptation
- ❖ Randomized controlled trial in progress to test effectiveness of the health promotion program

Marrone et al., 2017
Sánchez et al., 2017
Ingram et al., 2016

(Photo of Group AR program)



Interprofessional Practice & Education



Academic Assisted Living Center

**Interprofessional Practice & Education Program (IPEP)
Partnership**

Students Caring for Elders, Elders Caring for Students



Summary

- Emerging evidence supports the effectiveness of group AR from a long-standing clinical implementation of the service.
- There are multiple strategies to support self-management, health behavior change, and engage communication partners in the process.



Some practical tips

- Motivated facilitator for discussions
- Select activities that focus on supporting health behavior change and self-management
- Include time for informal conversation
- Space
- Assistive technology during group



Incorporating Technology

- It is important to be sure that the discussion is accessible for everyone who is participating.
 - Loop system, soundfield system, assistive devices (routine)
 - CART services (ordered as necessary)
 - All videos are captioned
 - Workbook with printed materials to follow along
 - Participant's personal amplification is checked and used as well



Resources

- Ida Institute GROUP AR tool
<http://idainstitute.com/toolbox/group/>
- Active Communication Education Curriculum and example videos <https://shrs.uq.edu.au/research/research-centres-and-units/communication-disability-centre/active-communication-education-program>
- Sam Trychin, PhD Living with Hearing Loss workbook
<http://trychin.com/booksdvds.html>
- ASHA SIG 7 Aural Rehabilitation and Its Instrumentation <http://www.asha.org/SIG/07/About-SIG-7/>
- University of Arizona group AR programs
<http://lwhl.arizona.edu>



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Thank you / Merci

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